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ABSTRACT

In response to the National Commission on Excellence in Education Report, the McHenry Community High School District in Illinois analyzed its current high school programs. The analysis is presented under five areas: (1) instructional programs; (2) student services; (3) district planning, facility, and fiscal programs; (4) athletic and cocurricular programs; and (5) community service programs. The strengths of the programs were studied to avoid recreating components where excellence already exists. An action plan for achieving excellence, with short-range and long-range recommendations, is included in the report. The short-range recommendations are to (1) uprade graduation requirements, (2) increase the level of student mastery of basic skills, (3) improve textbook and curriculum selection, and (4) increase homework assignments. The long-range recommendations are to (1) increase and encourage staff development, (2) determine the effectiveness of departmental structures, (3) study differentiated graduation requirements, (4) improve the image of academic programs, (5) improve program planning and articulation, (6) assess the potential for development of sequential courses for gifted students, (7) develop a greater linkage with local business and industry, and (8) develop a 5-year plan for integrating microcumputers into the educational program. Included is a study of credits earned by the 1983 graduating class. (MD)

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CHALLENGE FOR EXCELLENCE

STATE OF THE DISTRICT

I. Instructional Program
II. Student Services
III. District Planning, Facility, and Fiscal Programs
IV. Athletic and Co-Curricular Programs
V. Community Service Programs

ACTION FOR EXCELLENCE

Short-Range Recommendations
Long-Range Recommendations

APPENDIXES

Study on Credits Earned by Students in the Class of 1983
1983 Graduates by Curriculum
Survey of Graduation Requirements in North Suburban Districts
Requirement Analysis

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ASCD 1985

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STATE OF THE DISTRICT

As a part of its ongoing Challenge For Excellence Program, McHenry Community High School District 156 has developed an analysis of, and reaction to, the National Commission on Excellence in Education Report. The perspective in this analysis is to build upon the existing strengths of the McHenry Community High School Program and to interweave them with the recommendations of the National Commission Report to provide for the students of McHenry High School, both present and future, the best possible education suited to their needs for the future. The challenge for excellence directs everyone to commit themselves to excellence; students, teachers, administrators, parents and the Board of Education.

First, the strengths of current McHenry High School programs were studied to avoid recreating instructional components where excellence already exists. In order to describe the quality of current McHenry High School programs, this report has been divided into five major categories:

I. INSTRUCTIONAL PROGRAM
II. STUDENT SERVICES
III. DISTRICT PLANNING, FACILITY, AND FISCAL PROGRAMS
IV. ATHLETIC AND CO-CURRICULAR PROGRAMS
V. COMMUNITY SERVICE PROGRAMS

To detail these specific programs, what follows will be both a written narrative summarization of the program, as well as a specific listing of the strengths within certain program areas.

I. INSTRUCTIONAL PROGRAM

The Board of Education of McHenry High School has provided both leadership and support of educational programs for a number of years. Within the last few year, the Challenge for Excellence Program instituted by the Board has been in effect. This program came as a result of an experienced Board and administration which was satisfied with the overall operation of the school district, yet looked to improve standards, instructional output, and student learning. The strengths of excellent teacher-made learning materials, faculty development programs, and continuing faculty evaluation procedures have led to the development of a sequential curriculum in all areas. Several years ago a Curriculum Council was developed, made up of faculty, students, parents and community representatives who make recommendations to the administration regarding any curriculum modifications that are considered. Through this committee, and through the ongoing efforts of the faculty and administration working hand in hand, continued curriculum revision has taken place at McHenry High School through the years. In an age of electronic learning, McHenry High School has been careful to keep pace with the use of microcomputers for instruction. Computers exist in a number of program areas and faculty is encouraged to take further training. Also provided is specific inservice to keep them up to date in the latest techniques in computer assisted instruction as well as computer programming instruction.

The National Commission on Excellence recommends that each school district meet a number of required hours for each school day. McHenry High School meets and exceeds the standards expressed by the Commission on Excellence.

In specific academic areas, McHenry High School has found itself to be offering leadership and substantial programs to meet the academic needs of a vast cross section

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of students. The principals, through their leadership groups, including Principal's Parent Advisory Council and communication among departments in the Fox Valley Conference, have provided opportunities for faculty and parents to provide input for curriculum revision. Minimum competency programs are in place to insure that every McHenry High School graduate can meet specific minimum standards expected by the McHenry community and society in general. As a part of the overall evaluation of the high school program, McHenry High School is a fully accredited member of the North Central Association accrediting organization. At the state level, McHenry High School's requirements for graduation meet, or exceed, the state minimum requirements. All of this allows McHenry High School students, annually, to become Illinois State Scholars, National Merit Semi-Finalists, consistent winners of spelling contests at regional and state levels, math contests champions, and debate and speech champions. Recognized academic programs within the McHenry High School curriculum include a sequential English writing program, a comprehensive foreign language program, recognized and respected mathematics, science, social science, art, music, health and physical education departments. All athletes are required to participate in daily physical education. A model driver education program has been developed. Special education is an important part of the McHenry High School curriculum providing for the needs of students with special learning difficulties. A Special Education Parent Advisory Council is in place which assists the administration in developing programs such as the Simulated Employee Experience, a state recognized exemplary program developed by McHenry High School. Programs for gifted students exist which include a student enrichment program and liaisons with community colleges and business and industry. McHenry High School considers it extremely important to recognize the academic achievement of its students. It does so in numerous ways including: recognition of valedictorians, an annual academic recognition dinner, awards of academic letters for high achievement, and certificates of recognition presented at monthly Board meetings for outstanding student achievement.

McHenry High School has long been recognized as providing outstanding vocational opportunities for its students. Vocational capstone development has been ajded by both advisory committees to the vocational director and administration as well as a strong working relationship with McHenry community leaders. Other cooperative education programs are thriving throughout our community. Students enroll in academic coursework for most of the class day and are released shortly before other students to go to their work training site. Here they learn further business, industrial, and/or trade skills. The employers in our area that cooperate with the schools in this program provide our students with expanded learning opportunities and valuable training expertise that is difficult to model in the classroom. The McHenry High School vocational programs are fully accredited through the Department of Adult Vocational and Technical Education through the State of Illinois. At the most recent DAVTE evaluation visit, McHenry High School was given high marks on all of its vocational programs. Through cooperation with community and DAVTE leaders, McHenry High School has been a pioneer in innovative programs. These have included: building trades, commercial foods, child care, solar energy project, basic nurse's assistant program, and most recently, aircraft construction and engineering. These innovative programs are also backed by strong vocational sequences in areas appropriate to the needs of the McHenry community. The McHenry High School vocational program has been a leader in providing computer education opportunities to its students. Through a sophisticated arrangement with Echlin Manufacturing, Brake Parts Division, an advanced data processing program has been developed which uses a main frame computer at Brake Parts tied to school terminals. Students are able to learn COBOL, a computer language, through this unique and valued partnership. Student organizations such as VICA, HERO, and OEA have provided students with leadership, experience, and competititve opportunities on a regional, state, and national basis from which McHenry High School students have returned as state officers and regional and state champions.

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II. STUDENT SERVICES

Faculty and staff provide students with programs which afford them the opportunity to be educated in a manner consistent with the needs of our society in the 1980's. Faculty is provided ongoing inservice to keep them abreast of current standards and instructional techniques. The faculty has been trained in both assertive discipline and mastery teaching techniques. At the time of the move to two four-year high schools, faculty members put forth a great deal of effort to modify their teaching styles appropriate to the level of students they were teaching. The staff is recognized publicly by the administration and Board for both academic excellence and years of outstanding service. In addition to training for effective classroom management, administration provides services to faculty and students which allow consistent enforcement of school rules and provide students with truancy intervention programs to improve attendance and thus academic achievement.

Services are provided to guide students in proper directions throughout their high school careers. The McHenry High School guidance program is being studied and redefined to provide the best services to students. Systems have been developed, including current work on an Individualized Career Decision and Planning Program to give students the knowledge they need to plan their course program and make career plans. A part of this is career testing which is provided to all students. The administration of McHenry High School reinstituted standardized testing and graduate follow-up studies to assist the faculty in better planning for student needs. Help for the students starts with the freshman intake screening and scheduling during the students' eighth grade year and continues during high school. The follow-up study sent to graduates provides an ongoing evaluation of this system.

Other support services are available to students including the school district's membership in the Northern Illinois Library System which enables any student or faculty member to acquire materials from any member library in northern Illinois. This expands the potential services available to the students and community greatly.

Specific services provided to students have included an annual summer school program to allow students to make up or get ahead in their course requirements. The Shared Time Education Program (STEP) provides McHenry High School students with the opportunity to take college courses for college credit while still enrolled as seniors in high school. Special programs have been provided throughout the year. The Citizens for Community Action: A Better Way (CCA) and the Chemical People programs have provided students, parents, and community members with leadership in drug and alcohol abuse prevention programs. Operation Snowball has provided students with drug and alcohol-free opportunities for social experiences.

The district Christmas card contest and graduation program design contest have provided McHenry High School students with outlets for artistic abilities. Student newspapers and yearbooks at McHenry High School have allowed student writers to develop advanced skills and provide coverage of school and newsworthy events for the student body.

III. DISTRICT PLANNING, FACILITY, AND FISCAL PROGRAMS

The Board of Education and administrative team have been operating on a management-by-objectives approach to long-range district planning for over a decade. Many decisions that have been made to guide and shape the schools are a result of long-range goals such as: management use of computers, computer education, vocational education enhancement, educational cablevision, and community drug and alcohol abuse prevention. In addition, the school district has a policy which looks to the continued professional

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growth and development of the faculty. Faculty and staff are provided the opportunity to attend workshops, conferences, and meetings to stay abreast of developments in education and technology as well as to build on their strengths and skills. The administration and staff are encouraged to participate in professional organizations. Many are active in the organizations and several McHenry High School personnel hold leadership positions in professional education organizations and associations. Recent research and solid evaluation systems have been utilized by the principals in working with teachers in the classroom to continue to improve instruction. The Board of Education utilizes demographic studies and continually updates information to make critical decisions regarding student programs, attendance boundaries, fiscal support, and overall district planning.

The district developed a long-range facility plan and maintenance program several years ago and began with the life-safety and renovation work at both campuses in the late 70's. Presently McHenry High School provides a productive educational environment in a pleasant atmosphere. Facility updates included: development of a machine shop at West Campus, and refurbishing of several shop areas, both gyms, both lockerrooms, cafeteria, and the teaching theatre at East Campus. Also extensive work in renovating McCracken Field for the safety and protection of the athletes and spectators has been completed. The addition of a maintenance engineer is another outward sign of the district's commitment to a quality program of facility maintenance, planned change, and fiscal responsibility. Energy conservation programs, such as limited use of air conditioning at West Campus and the regulating of boiler operation and lighting have resulted in significant dollar savings for the district. The central administrative facility expense is shared with the elementary school district and has minimal needs and low maintenance costs and problems. The transportation department office and garage located on the west side of McHenry on Route 120 was recently purchased when the option was available to reduce cost of operation. The transportation operation is financially sound and serves the travel needs of our students to and from school, for educational trips, for athletic contests, and to transport students to programs offered at only one or the other campus.

The McHenry High School Board of Education and administration is credited with having a balanced budget and operating in the black. Rebounding from a severe deficit in the mid 70's present leadership has shown fiscal responsibility and common sense that is characteristic of their attitude and concern for education and fiscal responsibility. District administrators and faculty have sought extensive additional funding sources through state and federal grants to promote exemplary instruction and provide innovative and unique programs. The Illinois Textbook Program has been utilized to the maximum providing up-to-date textbooks to all students. The Solar Energy Project through the State of Illinois is an example of McHenry High School's leadership in seeking outside funds to promote unique and innovative programs.

IV. ATHLETIC AND CO-CURRICULAR PROGRAMS

The out-of-classroom components to the educational program are the athletic and co-curricular program. McHenry High School proudly offers 18 interscholastic athletic sports in which boys and girls can participate. For prevention and care of athletic injuries an athletic trainer is provided for student athletes. In addition, interscholastic debate, individual speech events, and music are available. Both East and West campuses compete as one high school by combining athletes and participants together. McHenry High School is a well respected member of the Illinois High School Association. The golf and cross country programs boast high finishes in recent state tournament action with second and third place state honors respectively. McHenry High School with its good track record of running athletic tournaments in an efficient and exemplary manner hosts a series of athletic tournaments both for the Fox Valley Conference and the Illinois High School Association. A strong and active Warrior Athletic Booster Club provides financial assistance to the interscholastic speech and athletic programs as well as support for the junior/senior prom. In addition, Warrior fans receive the benefit of a comprehen-

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sive and efficient concession operation at athletic events due to the leadership of the booster club. The McHenry Area Rotary Club has worked closely with the athletic director to develop an Athletic Wall of Fame that will feature pictures of outstanding athletes with appropriate recognition in the school hallway.

Many co-curricular and non-athletic out-of-class activities are available for the many tastes and interests of our youth. Homecoming provides special activities for the entire community, including a parade, football games, and formal dance. The excitment and jubilation created by the Warrior football victory at last year's homecoming was truly a proud spectacle for McHenry Warrior fans. The school cooperates and supports a variety of foreign student exchange programs by hosting outstanding students from other countries. In conjunction with the local Rotary and other organizations students from the McHenry community study abroad and share their cultural experiences with the community. The Rotary and Kiwanis Clubs in McHenry further support McHenry schools with a student recognition program by inviting many outstanding students to their meetings and related activities.

V. COMMUNITY SERVICE PROGRAMS

McHenry High School has been a leader in community service which has aided in its growth and development. Through leadership by the Board of Education an extensive community-wide drug and alcohol abuse prevention program has been established for the benefit of all citizens in the community. Further, the school sponsors community swim programs, cooperates with the local Department of Parks and Recreation in providing facilities for recreational programs, runs a senior citizen center, and helps coordinate McHenry Community College Programs. The administration and staff serve in leadership roles in community, civic, professional, and recreational organizations. The Board of Education involves the community in the educational process through open meetings to hear their concerns and receive input. The Board is committed to a public awareness program to provide information and knowledge of the success and quality of the schools and faculty to the general public. Parent inservice programs are an integral part of involving the family and the adult community in the education of McHenry youth. This is a critical factor in a successful education. The school serves as a cultural center for the community by producing numerous plays, concerts, recitals, and madrigal dinners. The arts are promoted through our course offerings, productions, and commitment. Further services to the community are provided through the music department's participation in parades and in providing programs for community groups. The annual Jazz Festival is a community event provided by McHenry High School. Displays of student art work have also benefited community organizations.

Community service is also a focus of the independent volunteer program where students provide tutorial service for youngsters in the elementary schools and at Project Headstart. In addition, there is a program that provides basic nurse's assistant training so that the hospital and extended-care facilities can have a pool of well-trained and qualified personnel in the community. The schools regularly sponsor blood drives for the Aurora Blood Bank and voter registration for the League of Women Voters. The school is constantly sensitive to the need for the community to feel as a part of the school and visit our programs and facilities. The school provides tours to interested citizens and has had open houses recently in the metal shop and graphic arts laboratory. Cablevision provides an opportunity which the schools are using to take to the community visual essays on our educational programs and student achievement. Partnerships with local industry and business are a critical need and desire of the school district.

The school conducts a series of recognition activities for those businesses and industries that work with the school one, of which is an appreciation banquet every spring. A Hall of Distinguished Graduates has been developed in both high schools which features inscriptions and pictures of graduates from McHenry High School who have made outstanding contributions to humanity and/or have excelled in their chosen field with distinction.

ACTION FOR EXCELLENCE

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Short-Range Recommendations

#1 - Upgrade the district's requirements for graduation, effective with the freshman class entering in the fall of 1984, to the following:

A. Eight (8) semesters of attendance or seven (7) semesters of attendance with written parental request for early graduation and with the approval of the administration, provided all other graduation requirements have been met.

The current requirement states:

Eight (8) semesters of attendance or seven (7) semesters of attendance with written parental permission and at the discretion of the administration, provided all other graduation requirements have been met.

B. Eighteen and one-half (18½) academic credits and one (1) nonacademic credit (the nonacademic credit for graduates with seven (7) semesters of attendance must be comprised of seven-eighths (7/8) credit of Physical Education and one-eighth (1/8) credit of Driver Education classroom instruction. Physical Education and Driver Education comprise nonacademic courses.)

The current requirement states:

Seventeen (17) academic credits and one (1) nonacademic credit (the nonacademic credit for graduates with seven (7) semesters of attendance must be comprised of seven-eighths (7/8) credit of Physical Education and one-eighth (1/8) credit of Driver Education classroom instruction. Physical Education and Driver Education comprise nonacademic courses.)

C. The following courses must be successfully completed:

1. Three and one-half (3½) credits of English to include one-half (½) credit of Speech.

The current requirement states:

Three (3) credits of English. (These credits must include one (1) semester each of Reading-Literature, Composition, and Speech.)

2. Two (2) credits of Mathematics.*

The current requirement states:

One (1) credit of Mathematics.

3. Two (2) credits of Social Science* to consist of one-half (1/2) credit of Introduction to Social Science,** one (1) credit of United States History, and one-half (1/2) credit of American Government.*** (These credits include a U.S. Government, Illinois Government, and Flag Test which must be passed.)

The current requirement states:

One (1) credit of United States History. (This credit includes a U.S. Government, Illinois Government, and Flag Test which must be passed.)

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4. One-eighth (1/8) credit of Physical Education for each semester of student attendance in school. (Upon attaining one (1) Physical Education credit, students remaining in school to take additional academic courses are not required to take additional Physical Education.)

   The current requirement is the same.

5. One-half (1/2) credit of Consumer Economics.

   The current requirement is the same.

6. Two (2) credits of Science to include one (1) credit of a Life Science.****

   The current requirement states:

   One (1) credit of Science.

7. One-half (1/2) credit of Health Education.

   The current requirement states the course must be completed, not successfully completed.

8. One (1) credit of either Art, Music, Foreign Language, or Vocational Education.*

   There is currently no such requirement.

D. One-eighth (1/8) credit of Driver Education classroom instruction must be completed.

*These upgraded requirements for graduation incorporate the recent changes in the law (HB 1179).

**This would be a new course in the fall of 1985 at the 9th grade level replacing the current Career Awareness course. Introduction to Social Science would include unit objectives in developing effective logic and reasoning skills, effective study skills, career education, and provide instruction in the social sciences. For the freshman class entering in the fall of 1984, the requirement will be met by the successful completion of the Career Awareness course or any other semester offering in the department.

***This would be a new course required at the 12th grade level.

****Contingent upon a study to determine if sufficient science laboratory facilities exist or can be added at West Campus.

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#2 - To increase the level of students' mastery of the basic academic skills, all courses shall be evaluated by the teaching staff and redesigned as necessary to include reading, language arts, mathematics, writing, listening, logic, and study skills applications appropriate to the subject matter. Due to the importance of learner proficiency in the basic skills, instruction in these areas cannot be looked on as solely the responsibility of the English and mathematics instructors. Wider integration of basic skills instruction into the curriculum will help students to understand the relevancy of these skills to learning, problem solving, and career preparation. In assigning curriculum planning funds during the next school year, top priority shall be given to curriculum revision proposals which emphasize basic skills applications for existing courses.

#3 - The selection of textbooks appropriate to course objectives is essential to maximize learning. Textbooks must be chosen which will stimulate thought and challenge the learner if higher levels of expectation for student achievement are to be fostered. A districtwide textbook adoption policy must be developed to insure that the best available textbooks are purchased for student use. Teacher-made material for classroom use shall be reviewed to be certain that it reflects changing technologies, current academic thought, and learning theory.

#4 - The amount of learning achieved by a student is in large part dependent upon the amount of time spent on task doing course assignments. It is the opinion of the professional staff that meaningful homework assignments are necessary to reinforce classroom instruction and maximize learning. Although there are many students who consistently complete homework assignments, there are also many students who fail to do homework, thereby limiting their opportunities for successful learning.

To help students and parents be mindful of both the quantity and quality of homework assignments, a homework log will be developed to enable them to keep track of homework to be completed for each course. Students and parents will be encouraged to contact teachers if they find a need for additional help in completing homework assignments or if more homework would be helpful for a student to master course objectives.

Long-Range Recommendations

#1 - There is a need to support and encourage professional staff involvement, participation, and enthusiasm in the total educational program to maximize each individual's potential and talents. In order to achieve this, strong consideration and study must be devoted to the following:

- The establishment of financial incentives for the staff to engage in curriculum and program development during the summer months.

- The improvement of communication and relationships between the Teachers' Association and the management team in the district.

- The consideration of hardships imposed on traveling teachers at the time staffing decisions are considered and made.

- The creation of new incentives, financial and otherwise, to encourage staff members to assume responsibilities for activities beyond the regular school hours.

- The fostering of "leave of absence" and "sabbatical leave" for staff members who desire to explore new careers or gain experience in the private sector that may enhance the instructional process upon returning to education.

- The use of qualified personnel for supervision assignments in the schools, thus freeing teachers to devote additional time to the improvement of instruction and work with individual students.

- The consideration of shortened school days on a regular basis for the purpose of faculty meetings, departmental meetings, work with students, parent contacts, and instructional planning.

- The creation of faculty recognition programs to acknowledge and reward individuals for demonstrating excellence in the classroom as well as all school programs. One such program might disseminate publicity on staff achievements to the local newspaper on a weekly basis, perhaps by a staff member who is provided compensation for the responsibility.

- The consideration of the feelings of eligible staff members to the concept of an early retirement program that would also incorporate ways for the district to use and benefit from the expertise of these experienced individuals.

#2 - There is a need to determine whether the current departmental structure utilized in District 156 is effective in organizing educational experiences for students. In order to be able to provide effective educational leadership to the various curricular areas, it may be necessary to combine departments with common characteristics into larger units. Such units could be led by master teachers who would devote time to instructional and curricular improvement.

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#3 - The district needs to consider and study the feasibility of differentiated graduation requirements for students in either a college preparatory program or those in a general or vocational program. The requirements for students planning to attend college after graduation would include the revised admission standards of public colleges and universities leading to the baccalaureate degree that will be reported to the State of Illinois Board of Higher Education by July 1, 1985. In concert with the differentiated graduation requirements, the concept of grade weighting or other grading incentive systems should be considered.

#4 - The academic image of the schools needs to be improved by developing awareness on the part of students, parents, and the community as to the academic programs that are available and the benefits for those planning to pursue higher education. Consideration should be given to the placement of new technical courses into the academic program of the schools.

#5 - The program planning and articulation with the feeder districts and the community college need to be improved to ensure that the development of basic skills instruction is sequential and continuous. The area of competency testing needs to be supported on a grade K-14 basis in order to maximize the potential of these tests in upgrading the basic skill development of students.

#6 - The current efforts to supplement the gifted students' education in District 156 are limited in both size and sequence. The resources that have been made available in the past have gone largely into the development of enrichment programs to provide for individual student needs. At the present time, staff members are assessing the potential for the development of a sequential humanities program for gifted students. Additional resources will have to be provided over the next few years to develop advanced opportunities in other curricular areas such as mathematics and science to enable students to reach their potential.

#7 - The rapidly changing technology and practices of business and industry make it important for District 156 to develop a greater linkage with local business and industry to help update students' educational experiences. The partnerships that are developed must provide for effective communication so that instructional leaders can be effective in adjusting the educational program to meet the changing requirements of the American workplace. Only through the development of such a cooperative effort can sufficient resources be applied to keep pace with the new information age that requires new skills of students and educators alike.

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#8 - Recognizing the impact that computers are having on society, a district long-range plan is needed to further incorporate the use of microcomputers in the educational program. The planning effort should include the setting of realistic priorities and steps for systematic review and reworking as changes in technology occur. A five-year plan should be developed which establishes districtwide learner goals, instructional priorities, hardware and software selection guidelines, and a program for staff development. Improvements in this area will require the allocation of additional resources for the acquisition of both hardware and software.

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STUDY ON CREDITS EARNED BY STUDENTS IN THE CLASS OF 1983

In studying graduation requirements, it was determined that data was needed to make decisions on any increases. Using last year's graduating class as the data base, the following information on credits earned was gathered at each campus:

	East	West	District	Percent
1. Average number of credits earned during four years of school	18.6	18.89	18.75 (avg.)	
Number of students who did not earn 18 academic credits	55	45	100	22%
Number of early grads who did not earn 18 academic credits	9	17	26	
2. Average number of credits earned in science	2.0	1.85	1.92 (avg.)	
Number of students who received only one (1) credit	49	68	117	35%
3. Average number of credits earned in English	3.5	3.39	3.44 (avg.)	
Number of students who received only three (3) credits	72	98	170	51%
4. Average number of credits earned in math	2.4	2.28	2.34 (avg.)	
Number of students who received only one (1) credit	22	26	48	14%
5. Average number of credits earned in social science	1.6	1.76	1.68 (avg.)	
Number of students who received only one (1) credit	88	65	153	46%
6. Total number of students in class	161	175	336	